

**GUIDELINES:**  
**STUDENT EDUCATION AND CAREER PLANNING AND EVALUATION**  
**TOOLS**  
**(09/00)**

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**DOCUMENT TITLE:** Student Education and Career Record Evaluation (SECRE Form)

**HOW:** The Guidance Counselor and/or School Representative:

- Complete the top portion;
- Review all evaluation data, summarize data on the record, sign and date the record; and
- Update as appropriate.

The Workplace and School Representative;

- Review all evaluation data, check off, sign and date in the column parallel to the skills attained by the student.

**WHO:** Guidance counselors and/or school staff as well as employer representatives.

**FOR WHOM:** All students participating in the School-to-Career System (Grades 9-12).

**WHEN:** Quarterly, at minimum. May be completed at the conclusion of specific structured projects.

**WHERE:** School and Workplace.

**WHY:** To record progress in mastery of academics, technical and employability skills, in school and in the workplace.

**Student Education and Career Record and Evaluation Form**  
***For Certificate of Initial Mastery – Health and Biosciences***

Student \_\_\_\_\_

Educational Institution \_\_\_\_\_

Counselor/  
Advisor \_\_\_\_\_

Grade (Secondary)

Semester (Postsecondary)

☐ 9    ☐ 11

☐ 1    ☐ 3

☐ 10    ☐ 12

☐ 2    ☐ 4

Employer I \_\_\_\_\_

Name

Educator \_\_\_\_\_

Name

Address

Educator \_\_\_\_\_

Name

Employer 2 \_\_\_\_\_

Name

Educator \_\_\_\_\_

Name

Address

Employer 3 \_\_\_\_\_

Name

Educator \_\_\_\_\_

Name

Address

Skills	School-Based Learning	Work-Based Learning
<b><i>I. ACADEMIC SKILLS</i></b>		
<b>LANGUAGE ARTS</b>		
• <b>Reading</b>		
1. Locate and use reference materials		
2. Sequence information		
3. Compare and contrast information		
4. Interpret technical documents, manuals and tables		
5. Identify main and subordinate ideas		
6. Cross-reference information		
7. Follow directions to achieve an objective		
8. Identify cause and effect relationships		
9. Draw conclusions from facts		
10. Predict consequences		
11. Interpret abbreviations, symbols and graphs		
• <b>Writing</b>		
1. Organize and relate ideas		
2. Develop preliminary outline		
3. Use standard grammar and punctuation		
4. Create clear memos and letters		
5. Proofread and edit		
6. Complete forms and applications		
7. Take notes		
8. Create and interpret graphs and charts		
• <b>Communication Skills</b>		
1. Exchange ideas		
2. Ask and answer questions		
3. Organize and express directions in logical sequence		
4. Convey thoughts upward, downward and laterally		
5. Comprehend ideas and instructions		

Skills	School-Based Learning	Work-Based Learning
6. Follow directions to achieve an objective		
7. Use appropriate body language		
8. Distinguish between relevant and irrelevant		
9. Identify cause and effect information		
10. Infer meaning		
11. Draw conclusions		
12. Predict consequences		
13. Apply data analysis to job tasks		
14. Demonstrate interviewing skills		
15. Demonstrate telephone skills		
• <b>Mathematics</b>		
1. Add, subtract multiply and divide whole numbers, decimals, fractions and mixed numbers		
2. Convert decimals, fractions, ratios & percentages		
3. Conduct linear, area, volume capacity and weight measurements		
4. Calculate ratios and proportions		
5. Estimate to nearest whole numbers		
6. Apply statistical principles		
7. Apply algebraic principles		
8. Apply geometric principles		
9. Identify trends from data		
10. Create and interpret tables and graphs		
11. Use a calculator		
• <b>Sciences</b>		
1. Demonstrate basic understanding of biology		
2. Demonstrate basic understanding of chemistry and physics		
• <b>Computer Knowledge</b>		
1. Operate a personal computer		
2. Have keyboarding skills		
3. Use word-processing software		
4. Use specialized software		
5. Use database software		
6. Use CD-ROMS		
7. Establish document storage		
8. Use computer communication		
9. Use computers to format		
10. Enter simple data		
11. Apply computers to job tasks		
<b>II. TECHNICAL SKILLS</b>		
• Reading Instructions		
<input type="checkbox"/> Follow complex instructions such as protocols, treatment plans, or material safety data sheets		
<input type="checkbox"/> Discern step sequence in general instructions		
• <b>Reading Research</b>		
<input type="checkbox"/> Locate information in technical reference and material manuals		
<input type="checkbox"/> Observe client or instrumentation, assess and put in order priority factors, and report accurate findings		
<input type="checkbox"/> Relate descriptive language to technical concepts		

Skills	School-Based Learning	Work-Based Learning
• <b>Reading Processing</b>		
<input type="checkbox"/> Comprehend the meaning of technical terminology		
<input type="checkbox"/> Interpret signs, symbols and labels		
<input type="checkbox"/> Interpret technical references and material regulations		
• <b>Writing Reports, Letters and Memos</b>		
<input type="checkbox"/> Write complete, understandable sentences		
<input type="checkbox"/> Use correct spelling, grammar and syntax		
<input type="checkbox"/> Use dictionary and technical resources		
<input type="checkbox"/> Order ideas by importance and support them		
<input type="checkbox"/> Before writing, outline and organize thoughts		
<input type="checkbox"/> Structure report by topic per paragraph		
<input type="checkbox"/> Develop simple technical reports & sequences		
• <b>Writing Logs and Records</b>		
<input type="checkbox"/> Keep accurate notes, logbooks, protocols		
<input type="checkbox"/> Describe physical, chemical and operational situations in clear language		
• <b>Writing Graphics</b>		
<input type="checkbox"/> Understand graphics that illustrate points		
• <b>Mathematics</b>		
<input type="checkbox"/> Spot inconsistencies and outlines in a service		
<input type="checkbox"/> Interpret meters and scales		
<input type="checkbox"/> Use a scientific calculator		
<input type="checkbox"/> Interpret exponential and logarithmic relations		
• <b>Physical Situations</b>		
<input type="checkbox"/> Extrapolate known values to new levels		
• <b>Practical Physical/Biological Sciences</b>		
<input type="checkbox"/> Apply temperature, pressure and volume relations concepts		
<input type="checkbox"/> Apply safe handling of hazardous materials		
<input type="checkbox"/> Use basic measurement instruments		
<input type="checkbox"/> Basic animal science		
<input type="checkbox"/> Basic anatomy		
<input type="checkbox"/> Basic biochemistry		
<input type="checkbox"/> Basic immunobiology		
<input type="checkbox"/> Basic microbiology		
<input type="checkbox"/> Basic molecular biology		
<input type="checkbox"/> Basic organic chemistry		
<input type="checkbox"/> Basic physiology		
<input type="checkbox"/> Basic virology		
<input type="checkbox"/> Basic zoology		
<input type="checkbox"/> Basic toxicology		
• <b>Investigation</b>		
<input type="checkbox"/> Use of comparisons, contrasts sequences		
<input type="checkbox"/> Use of sampling and testing principles		
<input type="checkbox"/> Distinguish relevant from irrelevant		
<input type="checkbox"/> Assess reliability of sources used		

Skills	School-Based Learning	Work-Based Learning
<input type="checkbox"/> Make critical judgments		
<input type="checkbox"/> Apply basic scientific method		
• <b>Speaking</b>		
<input type="checkbox"/> Phrase technical concepts clearly		
<input type="checkbox"/> Formulate questions to get clarification		
<input type="checkbox"/> Repeat information accurately		
<input type="checkbox"/> Use appropriate medical/technical terminology correctly		
• <b>Listening</b>		
<input type="checkbox"/> Follow verbal instructions		
<input type="checkbox"/> Remember by listening and watching		
<input type="checkbox"/> Think about what is not said		
<input type="checkbox"/> Assess speaker's understanding of the situation		
<input type="checkbox"/> Wait and think before speaking/answering		
• <b>Processing</b>		
<input type="checkbox"/> Use critical thinking/questioning to assess content		
<input type="checkbox"/> Analyze what's being said for accurate content		
<input type="checkbox"/> Obtain accurate answers		
<input type="checkbox"/> Transcribe information with accuracy and precision		
<input type="checkbox"/> Validate information before passing it along		
• <b>Logic</b>		
<input type="checkbox"/> Apply cause-and-effect principles		
<input type="checkbox"/> Apply correlation equations and principles		
<input type="checkbox"/> Apply deductive and inductive reasoning to situations		
<input type="checkbox"/> Organize information for diagnosis		
<input type="checkbox"/> Interpret basic information		
• <b>Problem-solving</b>		
<input type="checkbox"/> Apply background and academic knowledge to a problem		
<input type="checkbox"/> Test premise		
<input type="checkbox"/> Detect faulty data		
<input type="checkbox"/> Understand troubleshooting vs. long-term problem solving		
• <b>Analytical</b>		
<input type="checkbox"/> Make organized subsets/tabulate information		
<input type="checkbox"/> Provide examples for comparison		
<input type="checkbox"/> Interpret trends		
• <b>Related Technical Knowledge</b>		
<input type="checkbox"/> Principles of instruments used. Such as microscopes, autoclaves, analyzers, centrifuges, shields, safety hoods knowledge of factors such as pressure, air sensitivity		
<input type="checkbox"/> Inventory and supply maintenance		
<input type="checkbox"/> Phlebotomy		
<input type="checkbox"/> Aseptic technique		
<input type="checkbox"/> Basic human growth and development		
<input type="checkbox"/> General preventative health practices, such as nutrition, stress management		

Skills	School-Based Learning	Work-Based Learning
<input type="checkbox"/> Understanding of illness prevention		
<input type="checkbox"/> Routine maintenance and calibration of equipment		
<input type="checkbox"/> Monitoring quality of sample or specimens		
<input type="checkbox"/> Lifting techniques		
• <b>Computer Skills</b>		
<input type="checkbox"/> Use spreadsheet programs		
<input type="checkbox"/> Use drawing/graphics programs		
<input type="checkbox"/> Use statistical programs		
<b>III. EMPLOYABILITY SKILLS</b>		
• <b>Attitudes &amp; Attributes</b>		
1. Takes initiative		
2. Assumes responsibility		
3. Displays a good self-concept		
4. Persists until job is done		
5. Works well without supervision		
6. Takes responsibility for production/quality		
7. Conflicts do not impede performance		
8. Seeks new challenges		
9. Applies ethics to behavior		
10. Responds well to criticism		
11. Maintains a professional image		
12. Works well under stress		
13. Displays positive behaviors		
14. Follows instructions		
15. Adheres to code of conduct		
• <b>Customer Service</b>		
1. Adopt a customer service orientation		
2. Gather information from various sources to identify prospective customers/markets		
3. Communicate with customer in a professional manner		
4. Maintain accurate and complete information about customers		
5. Document and process customer information/orders		
6. Interpret customer information to identify needs		
7. Offer options to problems and negotiate solutions		
8. Show customers how to implement, plan and take action whenever necessary		
9. Monitor implementation plan and take action whenever necessary		
10. Identify new customer needs		
11. Inform customer when needs cannot be met		
14. Make alternate recommendations		
15. Analyze customer feedback to improve internal customer support process		

Skills	School-Based Learning	Work-Based Learning
• <b>Team Work</b>		
1. Works effectively in a team		
2. Follows instructions		
3. Takes initiative		
4. Provides support to others		
5. Fosters innovation		
6. Manages relationships		
• <b>Adaptability</b>		
1. Accepts changes		
2. Performs multiple assignments		
3. Shows flexibility		
4. Adjusts style to the situation		
5. Handles multiple tasks simultaneously		
6. Adapts skills to new tasks		